

Initial Report

Last Modified: 08/13/2012

1. Lead respondent's contact information. (Note: Information will be listed on the DQC website. Phone number must be in the xxx-xxx-xxxx format.)

First Name	Last Name	Organization	Title	Address 1	Address 2	City	State	Zip	Phone	Email Address
Alexandra	Jones	Arizona Department of Education	Enterprise Data Architect	1535 W Jefferson St		Phoenix	AZ	85007	602-364-4115	Alexandra.Jones@azed.gov

2. Will the lead respondent be the best point of contact for follow-up questions?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

3. Follow-up person's contact information (if different from the lead respondent).

First Name	Last Name	Organization	Title	Address 1	Address 2	City	State	Zip	Phone	Email Address
------------	-----------	--------------	-------	-----------	-----------	------	-------	-----	-------	---------------

4. * For each of the following early childhood programs, please indicate the range of the match rate when individual students' early childhood records are matched with their respective K-12 records at least annually. (Matching means to reliably connect the same student record based on one or more types of variables, including date of birth, first name, last name, middle name, student identifier, gender, etc.)

#	Question	Do not match (0%)	1-74%	75-94%	95-100%	Unknown match rate/have not analyzed	Responses	Mean
1	Subsidized child care	1	0	0	0	0	1	1.00
2	Early intervention	1	0	0	0	0	1	1.00
3	Special education	1	0	0	0	0	1	1.00
4	State prekindergarten	1	0	0	0	0	1	1.00
5	Head Start/Early Head Start	1	0	0	0	0	1	1.00

5. * For the following types of student-level data, in which direction does data move between systems? (Please select all that apply.)

#	Question	Early childhood to SEA	SEA to early childhood	This student-level information is NOT shared	Responses
1	Demographic	0	0	1	1
2	Family characteristics	0	0	1	1
3	Program participation (e.g., bilingual/ESL, gifted and talented, migrant, special education, free- or reduced-price lunch)	0	0	1	1
4	Child-level developmental data	0	0	1	1

6. If applicable, what other data are shared between early childhood and SEA data systems at least annually?

Text Response

7. * For each of the following types of postsecondary institutions, please indicate the range of the match rate when individual students' K-12 records are matched with their respective postsecondary records at least annually. Note that less than two-year institutions can include non-credit bearing institutions and technical colleges.

#	Question	Do not match (0%)	1-74%	75-94%	95-100%	Unknown match rate/have not analyzed	Responses	Mean
1	Less than two-year public	1	0	0	0	0	1	1.00

2	Less than two-year private not-for-profit	1	0	0	0	0	1	1.00
3	Less than two-year private for-profit	1	0	0	0	0	1	1.00
4	Two-year public	1	0	0	0	0	1	1.00
5	Two-year private not-for-profit	1	0	0	0	0	1	1.00
6	Two-year private for-profit	1	0	0	0	0	1	1.00
7	Four-year and above public	1	0	0	0	0	1	1.00
8	Four-year or above private not-for-profit	1	0	0	0	0	1	1.00
9	Four-year or above private for-profit	1	0	0	0	0	1	1.00

8. * For the following types of student-level data, in which direction does data move between systems? Postsecondary systems refer to state higher education governing or coordinating bodies. Moving between systems means that data are moving between a state data system at the K level (SEA) and one or more systems at the postsecondary level. (Please select all that apply.)

#	Question	SEA to postsecondary	Postsecondary to SEA	This student-level information is NOT shared	Responses
1	Demographic	0	0	1	1
2	College readiness assessment scores (e.g., state, SAT, ACT, Advanced Placement)	0	0	1	1
3	College placement assessment scores (e.g., Accuplacer, Compass or other tests from postsecondary)	0	0	1	1
4	High school transcript data (e.g., course enrollment, grades, success)	0	0	1	1
5	Postsecondary enrollment	0	0	1	1
6	Postsecondary remediation status	0	0	1	1
7	Postsecondary progress (e.g., success in first-year courses, credit accumulation, retention, time and credit to degree, course completion)	0	0	1	1
8	Postsecondary outcomes (e.g., transfer, completion status, degree or certificate)	0	0	1	1
9	Financial aid	0	0	1	1

9. If applicable, what other data are shared between SEA and postsecondary data systems at least annually?

Text Response

10. For what percentage of your in-state high school graduates can your state match records to postsecondary? Only consider records being matched through the statewide longitudinal data system, not through other organizations (such as the National Student Clearinghouse).

#	Answer	Bar	Response	%
1	0%		1	100%
2	1|%		0	0%
3	25Ӣ%		0	0%
4	51Ӻ%		0	0%
5	75ԓ%		0	0%
6	100%		0	0%
7	Unknown		0	0%
	Total		1	

11. * For each of the following employment programs or types of employment information, please indicate the range of the match rate when individual students records are matched with their respective workforce records at least annually.

#	Question	Do not match (0%)	1Ӻ%	75Ԏ%	95⽄%	Unknown match rate/have not analyzed	Responses	Mean
1	Unemployment insurance wage records	1	0	0	0	0	1	1.00
2	Unemployment benefits claim data	1	0	0	0	0	1	1.00
3	WIA adult or dislocated worker program	1	0	0	0	0	1	1.00
4	WIA youth program	1	0	0	0	0	1	1.00
5	Adult basic and secondary education	1	0	0	0	0	1	1.00

6	Wagner-Peyser Act employment services	1	0	0	0	0	1	1.00
7	TANF	1	0	0	0	0	1	1.00
8	Other	1	0	0	0	0	1	1.00

12. * For the following types of student-level data, in which direction does data move between systems? (Please select all that apply.)

#	Question	SEA to workforce	Workforce to SEA	This student-level information is NOT shared	Responses
1	Demographic	0	0	1	1
2	Enrollment	0	0	1	1
3	Transcript data	0	0	1	1
4	Earnings and wages	0	0	1	1
5	Employment status	0	0	1	1
6	Occupation	0	0	1	1
7	Industry of employment	0	0	1	1

13. If applicable, what other data are shared between SEA and workforce data systems at least annually?

Text Response

14. For each of the following employment programs or types of employment information, please indicate the range of the match rate when individual students'™ postsecondary records are matched with their respective workforce records at least annually.

#	Question	Do not match (0%)	1â€“74%	75â€“94%	95â€“100%	Unknown match rate/have not analyzed	Responses	Mean
1	Unemployment insurance wage records	1	0	0	0	0	1	1.00
2	Unemployment benefits claim data	1	0	0	0	0	1	1.00
3	WIA adult or dislocated worker program	1	0	0	0	0	1	1.00
4	WIA youth program	1	0	0	0	0	1	1.00
5	Adult basic and secondary education	1	0	0	0	0	1	1.00
6	Wagner-Peyser Act employment services	1	0	0	0	0	1	1.00
7	TANF	1	0	0	0	0	1	1.00
8	Other	1	0	0	0	0	1	1.00

15. For the following types of student-level data, in which direction does data move between state agencies? (Please select all that apply.)

#	Question	Postsecondary to workforce	Workforce to postsecondary	This student-level information is NOT shared	Responses
1	Demographic	0	0	1	1
2	Enrollment	0	0	1	1
3	Transcript data	0	0	1	1
4	Financial aid	0	0	1	1
5	Postsecondary degree completion	0	0	1	1
6	Postsecondary type of degree	0	0	1	1
7	Earnings and wages	0	0	1	1
8	Employment status	0	0	1	1
9	Occupation	0	0	1	1
10	Industry of employment	0	0	1	1

16. If applicable, what other data are shared between postsecondary and workforce data systems at least annually?

Text Response

17. For each of the following other critical state systems, please indicate the match rate range when individual students' K&12 records are matched with their respective critical state system records at least annually.

#	Question	Do not match (0%)	1â€“74%	75â€“94%	95â€“100%	Unknown match rate/have not analyzed	Responses	Mean
1	Department of Corrections/juvenile justice	1	0	0	0	0	1	1.00
2	Juvenile detention centers	1	0	0	0	0	1	1.00
3	Department of Health	1	0	0	0	0	1	1.00
4	Department of Human Services	1	0	0	0	0	1	1.00
5	Child Protective Services	1	0	0	0	0	1	1.00
6	Foster care	1	0	0	0	0	1	1.00
7	Law enforcement	1	0	0	0	0	1	1.00
8	Court system	1	0	0	0	0	1	1.00
9	Motor vehicles	1	0	0	0	0	1	1.00




18. For the following types of student-level data, in which direction does data move between K&12 SEA systems and other critical state systems at least annually?

#	Question	SEA to other critical state systems	Other critical state systems to SEA	This student-level information is NOT shared	Responses
1	Demographic	0	0	1	1
2	Enrollment	0	0	1	1
3	Program participation (e.g., bilingual/ESL, gifted and talented, migrant, special education, free- or reduced-price lunch)	0	0	1	1
4	Services received	0	0	1	1
5	College readiness assessment scores (e.g., state, SAT, ACT, Advanced Placement)	0	0	1	1
6	College placement assessment scores (e.g., Accuplacer, Compass or other tests from postsecondary)	0	0	1	1
7	Attainment/exit status (e.g., certificate, degree, GPA, retention, graduation date, dropout)	0	0	1	1

19. If applicable, what other data are shared between SEA and other critical state systems at least annually?

Text Response

20. * Which of the following approaches has the state used to create stable, sustained policy support for the use of statewide longitudinal data systems that track students from early childhood through K&12 and into postsecondary and workforce? (Please select all that apply.)

#	Answer	Bar	Response	%
1	The state has one or more current policy mandates (e.g., legislation, executive order) to build, maintain, or expand Pâ€“20W longitudinal data systems.		1	100%
2	The state has one or more current policies in place that requires the use of Pâ€“20W longitudinal data systems. (E.g., to implement teacher evaluation legislation, the state must access longitudinal data to inform a value-added measure.)		1	100%
3	The state has not implemented stable, sustained support for the use of statewide P&20W longitudinal data systems.		0	0%

21. For the approach(es) that you checked in the previous question, please attach a document below or provide a link that documents the approach (see next question).

File Upload

File Type

File Size

22. Link to approach(es) the state used to create stable, sustained policy support for the use of statewide longitudinal data systems

Text Response

<http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00249-01.htm&Title=15&DocType=ARS>

23. * Has the state provided funding in its annual (or biennial) budget to support building, maintaining, or expanding a longitudinal data system that can follow students from early childhood through K&C12 and into postsecondary and workforce? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Yes, within the last five fiscal years.		0	0%
2	Yes, in last fiscal year.		1	100%
3	Yes, this fiscal year.		1	100%
4	No, but proposed for the next fiscal year.		0	0%
5	No, but approved for the next fiscal year.		0	0%
6	No, the state has not provided funding.		0	0%

24. * Does the SEA have an internal agency data governance committee that includes key program areas (e.g., special education, career and technical education, early learning/childhood, migrant education), legal counsel, school improvement and fiscal management that oversees the development, change management (e.g., data definition, code sets, collection processes), use, access and privacy policies of the state longitudinal data system?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

25. Which of the following activities is the SEA internal data governance committee responsible for and vested with the authority to do? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Determines the policy, research, programmatic, or operational needs and questions that will guide data collection.		0	0%
2	Determines how, what, when, and where data are collected and stored (including existing data collections, secure archiving, or destroying student records) and ensures that this policy is publicly available.		1	100%
3	Oversees and ensures the publication of data standards/definitions/master data management.		0	0%
4	Reviews and approves data analysis and data use processes.		0	0%
5	Establishes policies and procedures for managing data requests from outside stakeholders.		0	0%
6	Oversees change management process of reviewing and updating data collection (including adding, deleting, changing data elements).		0	0%
7	Establishes a privacy policy that guides data collection, access, linkages, redisclosure, use, and penalties for violation among areas within the agency.		0	0%
8	Establishes the process for tracking internal data access (e.g., user registration, credential authentication, maintaining statistics on access).		0	0%
9	Establishes and oversees a security plan that ensures the security of data.		0	0%
10	Establishes and enforces penalties for violation of data privacy, security, or data redisclosure among areas within the agency.		0	0%
11	Makes decisions to align its data dictionary with the Common Education Data Standards (CEDS).		0	0%
12	Other (please describe).		0	0%

Other (please describe).

26. Which of the following documents, policies, and/or procedures has the SEA developed? (Please select all that apply.)

#	Answer	Bar	Response	%
1	A set of discrete policy, programmatic or operational needs or questions to guide data collection.		0	0%

2	Public documentation of existing data collections, including the source of the requirement.		0	0%
3	None of the above.		1	100%

27. Please attach below a set of discrete policy, programmatic, or operational needs or questions to guide data collection. To provide a link, see next question.

File Upload	File Type	File Size
-------------	-----------	-----------

28. Link to a set of discrete policy, programmatic, or operational needs or questions to guide data collection.

Text Response

29. * Is there a cross-agency data governance committee or council (e.g., early childhood, K-12, postsecondary, workforce, other agency) that has responsibility and authority regarding data sharing, access, privacy, and use across agencies?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

30. Which of the following activities is the cross-agency data governance committee or council (e.g., early childhood, K-12, postsecondary, workforce, other agency) responsible for and vested with the authority to do? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Determines the policy, programmatic, and operational needs that guide data collection and sharing.		0	0%
2	Develops or approves the state's research agenda/questions.		0	0%
3	Oversees data sharing requests and the creation of memorandums of understanding, data sharing agreements, or data matching agreements.		0	0%
4	Determines how, what, when, and where cross-agency data are mapped, integrated and stored.		0	0%
5	Secures agency commitment to use Common Education Data Standards (CEDS) for shared data.		0	0%
6	Makes a formal commitment to align to CEDS.		1	100%
7	Reviews and approves data analysis and data use processes.		0	0%
8	Establishes a privacy policy that guides access, linkages, redisclosure, use, and penalties for violation among areas regarding cross-agency data.		0	0%
9	Establishes and oversees a security plan that ensures the security of data, including enforcement of penalties for violation of data privacy, security or data redisclosure among areas within the agency.		0	0%
10	None of the above.		0	0%
11	Other (please describe).		0	0%

Other (please describe).

31. Which of the following documents, policies, and/or procedures has the cross-agency data governance committee or council developed? (Please select all that apply.)

#	Answer	Bar	Response	%
1	A set of policy, programmatic, and operational needs/questions that guide data sharing, access, and use across agencies.		0	0%
2	A template for data matching and sharing policies, specifying the purpose of the disclosure, the information to be disclosed, return or destruction procedure, and consequences for unauthorized disclosure and use.		0	0%
3	A policy or process that determines how, what, when, and where multiagency data are mapped, integrated, and stored.		0	0%
4	None of the above.		1	100%

32. Please attach below a charter or another document that includes membership, mission, responsibilities, and outcomes/output of the cross-agency data governance committee. To provide a link, see next question.

File Upload	File Type	File Size
-------------	-----------	-----------

33. Link to a charter or another document that includes membership, mission, responsibilities, and outcomes/output of the cross-agency data governance committee.

Text Response

34. * Please select the response that best describes the SEA's activities regarding a K-12 data repository.

#	Answer	Bar	Response	%
1	The SEA has built and implemented a K-12 data repository.		1	100%
2	The SEA is in the process of building a K-12 data repository (i.e., there is a contract in place to build one or building is in process).		0	0%
3	The K-12 data repository is in the design stage, although a contract is not yet in place.		0	0%
4	The SEA is planning to implement the K-12 data repository within the next 12 months.		0	0%
5	The SEA has no immediate intention to build a K-12 data repository.		0	0%
	Total		1	

35. Which of the following educator-level data components does the K-12 data repository include? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Demographics		0	0%
2	Certification		0	0%
3	Teacher preparation program		0	0%
4	Professional development		0	0%
5	Courses assigned		0	0%
6	None of the above		1	100%
7	Other (please describe)		0	0%

Other (please describe)

36. Does the state K-12 data repository include student-level data from any of the following state agencies? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Early childhood		0	0%
2	Postsecondary		0	0%
3	Labor/workforce		0	0%
4	Department of Corrections/juvenile justice		0	0%
5	Juvenile detention centers		0	0%
6	Department of Health		0	0%
7	Department of Human Services		0	0%
8	Child Protective Services		0	0%
9	Foster care		0	0%
10	Law enforcement		0	0%
11	Court system		0	0%
12	Motor vehicles		0	0%
13	None of the above		1	100%
14	Other (please describe)		0	0%

Other (please describe)

37. * What actions has the state taken to provide stakeholders with access to the information they need from the state longitudinal data system while protecting student

privacy? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Established role-based access policies that articulate multiple levels or types of access based on individuals' roles, defining the data each individual can access and for which students.		1	100%
2	Provided transparency to the public around who is authorized to have access to specific data and for what purposes (e.g., a published set of role-based access policies).		0	0%
3	Determined what entity is authorized to assign role-based access to student-level data (e.g., SEA, local education agency, school, superintendent).		1	100%
4	None of the above.		0	0%

38. Your state reported that it has not established multiple levels or types of role-based access, provided transparency to the public around role-based access, or determined what entity is authorized to assign role-based access. What other steps is the state taking to ensure that stakeholders have access to the information they need from the state longitudinal data system while protecting student privacy?

Text Response

39. Please attach below the file that explains the role-based access policies that articulate multiple levels or types of access based on individuals' roles that define the data each individual can access and for which students. See the attached State data access and use policy as an example. To provide a link, see next question.

File Upload

File Type

File Size

40. Link to the file that explains the role-based access policies that articulate multiple levels or types of access based on individuals' roles that define the data each individual can access and for which students

Text Response

No formal document exists.

41. *Which of the following stakeholders have role-based access to student-level longitudinal data (not snapshot data) from the state longitudinal data system? (Please select all that apply.)

#	Answer	Bar	Response	%
1	District-level staff		1	100%
2	Principals or other school leaders		1	100%
3	Counselors or academic coaches		0	0%
4	Teachers		0	0%
5	Parents		0	0%
6	Students		0	0%
7	None of these stakeholders have access to student-level data through a state longitudinal data system		0	0%

42. *How are stakeholders provided with role-based access to student-level longitudinal data from the state longitudinal data system? For example, if parents access their student's longitudinal data from the state's data warehouse by using a district portal, check ☐ through a locally managed and controlled website or portal ☐ for parents. (Please select all that apply.)

#	Question	Directly through a state website or portal	Through a locally managed and controlled website or portal	Responses
1	District-level staff	1	0	1
2	Principals or other school leaders	1	0	1
3	Counselors or academic coaches	0	0	0
4	Teachers	0	0	0
5	Parents	0	0	0
6	Students	0	0	0

43. *In the previous question, your state reported that parents or teachers access student-level longitudinal data through a locally managed and controlled website or portal. Has the state taken any proactive steps to ensure that parents and teachers have access to the local website or portal (e.g., provided funding for website or portal, offered training to teachers or parents on how to use website or portal, developed policies or guidelines about access)?

#	Answer	Bar	Response	%
1	Yes (please describe)		0	0%
2	No		0	0%
	Total		0	

Yes (please describe)

44. * To which of the following stakeholders does the state ensure access to longitudinal aggregate-level data from the state longitudinal data system? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Superintendents		1	100%
2	State policymakers and their staff (governor, legislators, state board of education, chief state school officer, etc.)		1	100%
3	SEA personnel		1	100%
4	Community leaders, activists, and advocates		0	0%
5	Education writers and journalists		0	0%
6	General public		0	0%
7	None of the above		0	0%
8	Other (please describe)		0	0%

Other (please describe)

45. * Which of the following types of reports using student-level longitudinal data does the SEA directly or indirectly produce (e.g., the SEA may provide support to districts, regional service centers, institutions of higher education, higher education coordinating bodies, or others to indirectly produce the reports)? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Diagnostic reports		1	100%
2	Early warning reports (i.e., reports designed to identify students who are most likely to be at risk of academic failure or dropping out of school)		1	100%
3	Growth reports		1	100%
4	College and career readiness reports (i.e., reports designed to identify students who are on track for readiness or success in college or careers)		0	0%
5	None of the above		0	0%
6	Other (please describe)		0	0%

Other (please describe)

46. * To whom are the following reports tailored? (Please select all that apply.)

#	Question	Teachers	Counselors	Principals	District staff	Parents/students	Responses
1	Diagnostic reports	0	0	1	1	1	3
2	Early warning reports	0	0	1	1	0	2
3	Growth reports	0	0	1	1	1	3
4	College and career readiness reports	0	0	0	0	0	0
5	Other-\$(q://QID80/ChoiceTextEntryValue/6}	0	0	0	0	0	0

47. Please attach below a demonstration version of the \$(m://Field/1} (i.e., a version showing the report layout and contents, but without data on actual students). To provide a link, see next question. (

File Upload	File Type	File Size
-------------	-----------	-----------

48. Please attach below a demonstration version of the $\{\text{m}://\text{Field}/1\}$ (i.e., a version showing the report layout and contents, but without data on actual students). To provide a link, see next question. (Early warning reports (i.e....))

File Upload	File Type	File Size
-------------	-----------	-----------

49. Please attach below a demonstration version of the $\{\text{m}://\text{Field}/1\}$ (i.e., a version showing the report layout and contents, but without data on actual students). To provide a link, see next question. (

File Upload	File Type	File Size
-------------	-----------	-----------

50. Please attach below a demonstration version of the $\{\text{m}://\text{Field}/1\}$ (i.e., a version showing the report layout and contents, but without data on actual students). To provide a link, see next question. (College and career readines...)

File Upload	File Type	File Size
-------------	-----------	-----------

51. Please attach below a demonstration version of the $\{\text{m}://\text{Field}/1\}$ (i.e., a version showing the report layout and contents, but without data on actual students). To provide a link, see next question. (None of the above)

File Upload	File Type	File Size
-------------	-----------	-----------

52. Please attach below a demonstration version of the $\{\text{m}://\text{Field}/1\}$ (i.e., a version showing the report layout and contents, but without data on actual students). To provide a link, see next question. (Other (please describe))

File Upload	File Type	File Size
-------------	-----------	-----------

53. Link to a demonstration version of the $\{\text{m}://\text{Field}/1\}$ (i.e., a version showing the report layout and contents, but without data on actual students). (

Text Response
Did not have resources to create a demo version.

54. Link to a demonstration version of the $\{\text{m}://\text{Field}/1\}$ (i.e., a version showing the report layout and contents, but without data on actual students). (Early warning reports (i.e....))

Text Response
Did not have resources to create a demo version.

55. Link to a demonstration version of the $\{\text{m}://\text{Field}/1\}$ (i.e., a version showing the report layout and contents, but without data on actual students). (

Text Response
Did not have resources to create a demo version.

56. Link to a demonstration version of the $\{\text{m}://\text{Field}/1\}$ (i.e., a version showing the report layout and contents, but without data on actual students). (College and career readines...)

Text Response

57. Link to a demonstration version of the $\$ \{m://Field/1\}$ (i.e., a version showing the report layout and contents, but without data on actual students). (None of the above)

Text Response

58. Link to a demonstration version of the $\$ \{m://Field/1\}$ (i.e., a version showing the report layout and contents, but without data on actual students). (Other (please describe))

Text Response

59. * Which of the following types of reports using aggregate-level longitudinal data does the SEA directly or indirectly produce (e.g., the SEA provides support to districts, regional service centers, institutions of higher education, higher education coordinating bodies, or others to indirectly produce the reports)? (Please select all that apply.)

#	Answer	Bar	Response	%
1	High school feedback reports		1	100%
2	Internal K–12 feedback reports		0	0%
3	Growth reports		1	100%
4	Cohort graduation/completion reports		0	0%
5	Predictive reports		0	0%
6	College and career readiness reports		0	0%
7	None of the above		0	0%
8	Other (please describe)		0	0%

Other (please describe)

60. * Which of the following aggregate-level reports are available on a state-owned public website? (Please select all that apply.)

#	Answer	Bar	Response	%
1	High school feedback reports		0	0%
2	Internal K&12 feedback reports		0	0%
3	Growth reports		1	100%
4	Cohort graduation/completion reports		0	0%
5	Predictive reports		0	0%
6	College and career readiness reports		0	0%
7	None of the above		0	0%
8	Other (please describe)		0	0%

Other (please describe)

61. Please attach the $\$ \{m://Field/1\}$ below. To provide a link, see next question. (

File Upload

File Type

File Size

62. Please attach the $\$ \{m://Field/1\}$ below. To provide a link, see next question. (

File Upload

File Type

File Size

63. Please attach the $\$ \{m://Field/1\}$ below. To provide a link, see next question. (

File Upload

File Type

File Size

64. Please attach the $\$ \{m://Field/1\}$ below. To provide a link, see next question. (

File Upload

File Type

File Size

65. Please attach the $\$ \{m://Field/1\}$ below. To provide a link, see next question. (

File Upload

File Type

File Size

66. Please attach the $\$ \{m://Field/1\}$ below. To provide a link, see next question. (

File Upload

File Type

File Size

67. Please attach the $\$ \{m://Field/1\}$ below. To provide a link, see next question.
(None of the above)

File Upload

File Type

File Size

68. Please attach the $\$ \{m://Field/1\}$ below. To provide a link, see next question.
(Other (please describe))

File Upload

File Type

File Size

69. Link to the $\$ \{m://Field/1\}$ (

Text Response

Produced by AZ Board of Regents from data SEA supplies.

70. Link to the $\$ \{m://Field/1\}$ (

Text Response

71. Link to the $\$ \{m://Field/1\}$ (

Text Response

<http://www.azed.gov/research-evaluation/A-F-Accountability>

72. Link to the $\$ \{m://Field/1\}$ (

Text Response

73. Link to the $\$ \{m://Field/1\}$ (

Text Response

74. Link to the $\$ \{m://Field/1\}$ (

Text Response

75. Link to the $\$ \{m://Field/1\}$ (None of the above)

Text Response

76. Link to the $\$ \{m://Field/1\}$ (Other (please describe))

Text Response

77. * With which of the following types of organizations has the state developed a purposeful research agenda (i.e., articulated and prioritized research and/or policy questions)? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Institutions of higher education or higher education coordinating bodies		0	0%
2	Independent researchers (not employees of the state)		1	100%
3	Intermediaries (e.g., AIR, Rand, Consortium on Chicago School Research)		0	0%
4	None, our state does not have a research agenda developed in conjunction with other organizations		0	0%
5	Other (please describe)		0	0%

Other (please describe)

78. * Is there a process by which researchers that are not employees of the state can propose their own studies for approval?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

79. Please attach below the file that describes the process by which researchers that are not employees of the state can propose their own studies for approval. To provide a link, see next question.

File Upload	File Type	File Size
Data Extract Request and Release Guideline.doc	application/msword	663.5KB

80. Link to the file that describes the process by which researchers that are not employees of the state can propose their own studies for approval.

Text Response

81. * On which of the following topics does the state directly or indirectly (through external organizations) offer training to teachers and principals? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Using student-level longitudinal data (state assessment, interim assessment, course histories and grades, contextual data, etc.) to tailor instruction		0	0%
2	Using aggregate-level longitudinal data to inform schoolwide policies and practices		1	100%
3	None of the above		0	0%

82. * To which of the following stakeholders does the state directly or indirectly provide role-based training on how to use and interpret specific reports from the state's longitudinal data system (e.g., early warning reports, feedback reports, diagnostic reports)? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Teachers		0	0%
2	Principals		0	0%

3	Superintendents		0	0%
4	No training is provided for teachers, principals, or superintendents		1	100%

83. * What is the model the state is using to train teachers, principals, and superintendents to use and interpret specific reports from the state's longitudinal data system (e.g., early warning reports, feedback reports, diagnostic reports)? (Please select all that apply.)

#	Question	State trains local staff to train teachers and other staff (a train-the-trainer model)	State provides direct training to the actual data user (not a train-the-trainer model)	State partners with teacher education programs or leadership preparation programs to provide training	State partners with regional service centers to provide training	State provides funding to local education agencies or regional agencies specifically to train educators	N/A	Responses
1	Teachers	0	0	0	0	0	0	0
2	Principals	0	0	0	0	0	0	0
3	Superintendents	0	0	0	0	0	0	0

84. OPTIONAL: Briefly describe the training model the state is implementing. Include information such as the research base for the training model, guidance on implementation, how the state collaborates with educator preparation programs or regional service centers, independent evaluations of the training, qualifications of the trainers, or any other aspects of the training model. Attach applicable documents below, if available.

Text Response

85. Optional documents regarding the training model the state is implementing. Combine multiple documents into one document for uploading, if necessary.

File Upload	File Type	File Size
-------------	-----------	-----------

86. * Which of the following state certification, licensure, or recertification processes require educators (i.e., teachers, principals, or superintendents) to demonstrate the ability to interpret and use student-level and aggregate-level longitudinal data in adapting classroom, building, or district practices based on student need? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Teacher certification/licensure		0	0%
2	Teacher recertification		0	0%
3	Principal certification/licensure		0	0%
4	Principal recertification		0	0%
5	Superintendent certification/licensure		0	0%
6	Superintendent recertification		0	0%
7	None of the above		1	100%

87. * Does the state's teacher education program approval process require educator or leader preparation programs to demonstrate that they are adequately training their candidates to analyze, interpret, and use student- and aggregate-level longitudinal data to adapt classroom, building, or district practices based on student need?

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
	Total		1	

88. * Does the state automatically share data about educators at least annually with its educator preparation programs to improve the program's practice? (Please select all that apply.)

#	Answer	Bar	Response	%
---	--------	-----	----------	---

1	Yes, we automatically share data about educators who are trained in state with all educator preparation programs.		0	0%
2	Yes, we automatically share data about educators who are trained in state with some educator preparation programs.		1	100%
3	Yes, we automatically share data about educators who were trained out of state with the appropriate educator preparation programs.		0	0%
4	No.		0	0%

89. * Which of the following data are shared about teachers in the state with in-state educator preparation programs? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Individual teachers'™ current level of educator certification (e.g., initial entry-level certification, full state certification level, whether a teacher is National Board certified).		1	100%
2	Individual teachers'™ characteristics of current school placement (e.g., grade level; high-poverty school; English language learner; science, technology, engineering, math, or other hard-to-fill teaching situation; high-dropout, high-turnover school).		1	100%
3	Individual teachers'™ current employment status in year two and year three following program completion (e.g., information on whether a teacher stayed at the same school, moved to a different school in the district, taught in a different district in the state, taught in a different district in another state, left teaching but performed other responsibilities in education, left the education field).		0	0%
4	Information about how individual teachers perform, as measured through their students' performance and course data (e.g., educator performance based on average growth per student during the year by district measure or average growth per student during the year by state test measure).		0	0%
5	Aggregate number of teachers receiving initial certification/licensure, disaggregated by preparation program.		0	0%
6	Aggregate characteristics of current school placement.		0	0%
7	Aggregate information about how teachers perform (in different settings, with different students, etc.), as measured through their students' performance and course data.		0	0%
8	Aggregate current employment status for educators one, two, and five years after program completion.		0	0%
9	Other (please describe).		0	0%

Other (please describe).

90. * What outreach tools does the state use to communicate the availability of data to noneducator stakeholders (i.e., stakeholders who are not teachers, principals, and superintendents)? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Traditional outreach (e.g., public service announcements; paid advertisements; press conferences and news releases; general SEA materials including information on data, such as websites and standard school reports)		0	0%
2	In-person opportunities (e.g., meetings, presentations, conferences)		0	0%
3	Electronic or social media (e.g., Facebook, Twitter, Plaxo, blogs, email blasts/listserv announcements, webinars)		0	0%
4	None of the above		1	100%
5	Other (please describe)		0	0%

Other (please describe)

91. * Does the SEA make its privacy and security policies about student data available to the public?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

92. * What type of training does the state provide to noneducator stakeholders (i.e., stakeholders who are not teachers, principals, and superintendents) on how to use and interpret data? (Please select all that apply.)

#	Question	Parents OR students	State policymakers and their staff (including legislature, governor, state board of education, SEA personnel, OR school board members)	Community leaders, activists and advocates, education writers and journalists, OR general public	N/A	Responses
	Written documentation or webinars					

1	Written documentation on web or printed (and mailed) by the SEA	0	0	0	1	1
2	Webinar/video/web-based tutorial by the SEA	0	0	0	1	1
3	Webinar/video/web-based tutorial by the local education agency (LEA) using funding from the SEA	0	0	0	1	1
4	Online courses provided by the SEA	0	0	0	1	1
5	Online courses provided by the LEA using funding from the SEA	0	0	0	1	1
6	Train-the-trainer sessions provided by the SEA	0	0	0	1	1
7	On-site training provided by the SEA	0	0	0	1	1
8	LEAs with state funding allocated specifically for training	0	0	0	1	1
9	Partnering with higher education institutions/nonprofits	0	0	0	1	1

93. Does the state collect the following student-level data about enrollment in particular courses or types of schools or participation in educational programs that are part of the student's record or linked by a unique student identifier to the student's record? These data could be collected through the statewide longitudinal data systems (SLDS). (Please select all that apply.)

#	Answer	Bar	Response	%
1	Enrollment in online courses in school		0	0%
2	Enrollment in online courses outside of school		0	0%
3	Enrollment in AP, IB, or other college readiness courses		0	0%
4	Enrollment in an early college program or other dual enrollment program		1	100%
5	Enrollment in private schools (using vouchers or other public funds)		1	100%
6	Enrollment in private schools (not using vouchers or other public funds)		0	0%
7	Participation in at-risk programs or interventions (e.g., dropout prevention programs, literacy interventions)		0	0%
8	Participation in college and career readiness and exploration programs (e.g., career exploration, affordability planning, college prep initiatives)		0	0%
9	Participation in apprenticeship, internship, or job-training programs		0	0%
10	Enrollment in STEM courses or participation in STEM-related activities		0	0%
11	Participation in and access to technology programs (e.g., one-to-one programs, bring-your-own-technology programs)		0	0%
12	None of the above		0	0%
13	Other (please describe)		0	0%

Other (please describe)

94. Does the state collect the following data about student status, progress, or outcomes? These data could be collected through the statewide longitudinal data system (SLDS). (Please select all that apply.)

#	Answer	Bar	Response	%
1	Status as military-connected		0	0%
2	Migrant status		1	100%
3	Other mobility data (if yes, provide definition)		0	0%
4	Homeschooled status		1	100%
5	Daily absences		1	100%
6	Course absences		0	0%
7	Total absences		1	100%
8	Status as chronically absent (if yes, provide definition)		0	0%
9	Status as truant (if yes, provide definition)		0	0%
10	Behavior or disciplinary infractions (if yes, provide definition)		0	0%
11	Retention in grade		1	100%
12	High school GPA		0	0%
13	High school credit accumulation		0	0%
14	High school course grades		0	0%
15	Career and technical education (CTE) participant (if yes, provide definition)		1	100%

16	Career and technical education (CTE) concentrator (if yes, provide definition)		1	100%
17	College readiness assessment scores		1	100%
18	Passed a technical skill assessment aligned with industry-recognized standards		0	0%
19	None of the above		0	0%
20	Other (please describe)		0	0%

Other mobility data (if yes, provide definition)	Status as chronically absent (if yes, provide definition)	Status as truant (if yes, provide definition)	Behavior or disciplinary infractions (if yes, provide definition)	Career and technical education (CTE) participant (if yes, provide definition)	Career and technical education (CTE) concentrator (if yes, provide definition)	Other (please describe)
				student having earned one or more transcripted Carnegie Units in any approved CTE program area in the reporting year.	Students having transcripted two or more Carnegie Units in a state-designated sequence in an approved CTE program.	

95. Policymakers are interested in understanding how school characteristics may affect student outcomes (e.g., Are students from charter schools more likely to be enrolled in remedial courses in postsecondary than students who are not from charter schools?). For each school-level characteristic listed below, check if the state can analyze student-level data by the school-level characteristic, does analyze the data, and publicly reports the data. Can means that the state has the data and technology necessary. Does means that the state has leveraged the necessary political will, data, and technology and has analyzed the data. Publicly reports means that the state is being transparent and has made the data available to the public. Check can't if the state is not using the school-level characteristic to analyze student-level data.

#	Question	Can (state has data, technology)	Does (state analyzed the data)	Publicly reports (state made data transparent, available)	Can't	Responses
1	Charter status	0	0	1	0	1
2	Availability of AP, IB, or other college readiness courses	0	0	0	1	1
3	Availability of online courses	0	0	0	1	1
4	School improvement status (e.g., corrective action, restructuring, turnaround, transformation)	0	0	1	0	1
5	Recipient of federal funds (e.g., Title I, SIG, I3)	0	0	0	1	1
6	Other (please describe)	0	0	0	0	0
Other (please describe)						

96. What steps has your state taken to improve alignment with the Common Education Data Standards (CEDS) since its release in September 2010? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Mapped its data dictionary to CEDS using the CEDS Alignment Tool		0	0%
2	Planned to map its data dictionary to the CEDS using the CEDS Alignment Tool		1	100%
3	Implemented a marketplace solution that has demonstrated alignment with CEDS (if yes, describe solution)		1	100%
4	Made a formal commitment to align to CEDS		1	100%
5	None of the above		0	0%
6	Other (please describe)		0	0%
Implemented a marketplace solution that has demonstrated alignment with CEDS (if yes, describe solution)			Other (please describe)	
Ed-Fi				

97. If the state has data warehouses that include data from multiple agencies, what specific steps have been taken to improve their alignment to CEDS? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Agreed to use common data standards for any shared data elements		0	0%
2	Mapped its data dictionary to CEDS using the CEDS Alignment Tool		0	0%
3	Planned to map its data dictionary to CEDS using the CEDS Alignment Tool		0	0%
4	Made a formal commitment to align to CEDS		0	0%
5	None of the above		0	0%

6	State does not have data warehouses that include data from multiple agencies		1	100%
7	Other (please describe)		0	0%

Other (please describe)

98. Your state indicated that multiple agencies made a formal commitment to align to CEDS. Which agencies made the formal commitment? (Please select all that apply.)

#	Answer	Bar	Response	%
1	State education agency		0	0%
2	State higher education governing or coordinating body		0	0%
3	State workforce agency		0	0%
4	State health and human services agencies		0	0%
5	Other (please describe)		0	0%

Other (please describe)

99. Is there a consistent statewide course numbering or classification system used with the collection of information on course completion for high school credit?

#	Answer	Bar	Response	%
1	Yes, all districts use the state-level course system		1	100%
2	Yes, some districts use the state-level course system		0	0%
3	No		0	0%
	Total		1	

100. Does your state have legislation or other state policy guiding how absences are defined (e.g., legislation defining excused or unexcused absences, suspension, and truancy)? If yes, please attach or provide a link to the legislation or policy.

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

101. Attach below legislation or other state policy guiding how absences are defined (e.g., legislation defining excused or unexcused absences, suspension, and truancy). To provide a link, see next question.

File Upload	File Type	File Size
-------------	-----------	-----------

102. Link to legislation or other state policy guiding how absences are defined (e.g., legislation defining excused or unexcused absences, suspension, and truancy).

Text Response

<http://www.azed.gov/wp-content/uploads/pdf/ex-18.pdf>

103. Is your state using data from its longitudinal data system to support parent and student decisionmaking in any of the following ways? (Please select all that apply.)

#	Answer	Bar	Response	%
1	To calculate and share information with schools about students' eligibility for state or federal aid or merit-based aid (e.g., state scholars program)		0	0%
2	To pull or request transcript information for students applying for state or federal aid or merit-based aid		0	0%
3	To provide parents and students with information about students' progress meeting state college enrollment and placement requirements		0	0%
4	To provide a data tool for students and parents that supports the combination of state and local data to inform the development of a customized student learning path (e.g., Zangle Services)		0	0%

5	None of the above		1	100%
6	Other (please describe)		0	0%

Other (please describe)

104. Does the state publicly report or use any of the following aggregate, school-level indicators? Indicators can be used for a variety of reasons, including for publicly available school report cards, state accountability and improvement efforts, or to comply with federal requirements for ESEA, School Improvement Grants, or new ESEA flexibility. (Please select all that apply.)

#	Answer	Bar	Response	%
1	Student growth or value-added information		1	100%
2	Average daily attendance rates		1	100%
3	Chronic absence rates		0	0%
4	Teacher attendance rates		1	100%
5	Grade retention rates		0	0%
6	Predictive information (e.g., percentage of fourth-grade students on track for success in eighth-grade algebra)		0	0%
7	On (or off) track to graduation rates		0	0%
8	On (or off) track to college readiness rates		0	0%
9	Postsecondary enrollment rates		1	100%
10	Postsecondary remediation rates		0	0%
11	Postsecondary credit accumulation rates		0	0%
12	Other indicators about students' postsecondary education or workforce success		0	0%
13	Performance of comparable or peer schools		0	0%
14	None of the above		0	0%
15	Other (please describe)		0	0%

Other (please describe)

105. Has the state prioritized any specific indicators (e.g., percentage of students passing algebra I, postsecondary remediation rate) that it is using to measure success toward statewide educational goals? If yes, please list the indicators.

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

Yes

graduation rate, move on when reading rate

106. Does the state provide tools, resources, or technical assistance (including those adapted from third parties) to support schools or districts in effectively using data for local improvement efforts? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Integration of state and local into dynamic displays (e.g., integrating locally collected data into state data displays or integrating state data into local dashboards)		0	0%
2	Templates, guidance, or tools for conducting data-informed needs assessments		0	0%
3	Templates, guidance, or tools for implementing data-informed continuous improvement processes (e.g., Indistar)		0	0%
4	Guidance for selecting vendors, models, or technical assistance providers for data-driven school improvement		0	0%
5	Funding or personnel to conduct data analyses or provide data coaching		0	0%
6	Specific training or professional development to improve school and district leaders' use of data to support improvement		0	0%
7	Tools to monitor implementation of data-driven improvement efforts (e.g., Indistar)		0	0%
8	Professional community among local officials charged with leading data-driven efforts		0	0%
9	None of the above		1	100%
10	Other (please describe)		0	0%

Other (please describe)

107. How is the state tracking the use and impact of these state-provided tools, resources, or technical assistance?

Text Response

108. What student-level data are available at the state level (in the longitudinal data system or cross-agency warehouse), obtained directly from the in-state postsecondary field (e.g., a state higher education entity, higher education systems or institutions), and not obtained through National Student Clearinghouse (NSC) or other vendors? For each type of data (e.g., enrollment), check what types of postsecondary institutions (e.g., two-year public) the data are available for. Note that less than two-year institutions can include non-credit bearing institutions and technical colleges.

#	Question	Less than two-year public	Less than two-year private not-for-profit	Less than two-year private for-profit	Two-year public	Two-year private not-for-profit	Two-year private for-profit	Four-year and above public	Four-year or above private not-for-profit	Four-year or above private for-profit	Responses
1	Enrollment	0	0	0	1	0	0	1	0	0	2
2	Remediation	0	0	0	1	0	0	0	0	0	1
3	Credit accumulation	0	0	0	1	0	0	1	0	0	2
4	Retention (first to second year)	0	0	0	0	0	0	0	0	0	0
5	GPA	0	0	0	0	0	0	0	0	0	0
6	Degree completion status	0	0	0	0	0	0	0	0	0	0
7	Certificate completion status	0	0	0	0	0	0	0	0	0	0

109. What student-level data are obtained by the state from the National Student Clearinghouse (NSC) or other vendors? For each type of data (e.g., enrollment), check what types of postsecondary institutions (e.g., out-of-state institutions) the data are obtained for. Note that less than two-year institutions can include non-credit bearing institutions and technical colleges.

#	Question	Less than two-year public	Less than two-year private not-for-profit	Less than two-year private for-profit	Two-year public	Two-year private not-for-profit	Two-year private for-profit	Four-year and above public	Four-year or above private not-for-profit	Four-year or above private for-profit	Out-of-state institutions	Responses
1	Enrollment	1	1	1	1	1	1	1	1	1	1	10
2	Remediation	0	0	0	0	0	0	0	0	0	0	0
3	Credit accumulation	0	0	0	0	0	0	0	0	0	0	0
4	Retention (first to second year)	0	0	0	0	0	0	0	0	0	0	0
5	GPA	0	0	0	0	0	0	0	0	0	0	0
6	Degree completion status	0	0	0	1	1	1	1	1	1	1	7
7	Certificate completion status	1	1	1	0	0	0	0	0	0	0	3
8	Civic engagement	0	0	0	0	0	0	0	0	0	0	0

110. Who produces the high school feedback report?

#	Answer	Bar	Response	%
1	The state education agency (K&E"12)		0	0%
2	The state higher education entity		0	0%
3	NSC, provided to the SEA and then to districts and schools		0	0%

Other (please describe)

Other indicators about employment or workforce outcomes (please describe)

Public high school graduates currently enrolled in undergraduate programs by race/ethnicity

Other (please describe)

[illegible]

3	Remediation	0	0	0	0	0	0	0	0	0	0	0	0.00
4	Credit accumulation	0	0	0	0	0	0	0	0	0	0	0	0.00
5	GPA	0	0	0	0	0	0	0	0	0	0	0	0.00
6	Degree completion status	0	0	0	0	0	0	0	0	0	0	0	0.00
7	Certificate completion status	0	0	0	0	0	0	0	0	0	0	0	0.00

115. How are the high school feedback reports disseminated to districts or high schools?

#	Answer	Bar	Response	%
1	Emailed		0	0%
2	Physically mailed		0	0%
3	Available through a secure electronic portal		0	0%
4	Posted on public site		0	0%
5	Other (please describe)		1	100%
	Total		1	

Other (please describe)

don't know

116. Is there a policy or rule that governs what information is reported, when it is reported, and who is responsible to report? If yes, please attach or provide a link to the policy or rule. See the attached Colorado house bill 12 1155 as an example.

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
	Total		1	

117. Attach below a policy or rule that governs what information is reported, when it is reported, and who is responsible to report. To provide a link, see next question.

File Upload

File Type

File Size

118. Link to policy or rule that governs what information is reported, when it is reported, and who is responsible to report.

Text Response

119. How does the state ensure stakeholders know about the high school feedback reports, as well as how to access and use them effectively?

Text Response

120. States often solicit stakeholder feedback on the design, content, or delivery mechanism for high school feedback reports. Please provide an example of feedback your state has received from stakeholders on high school feedback reports.

Text Response

121. How is the state tracking the use and impact of the high school feedback reports (e.g., tracking web downloads)?

Text Response

122. Does the state collect information on how state and federal investments in programs or interventions meant to improve student achievement (e.g., teacher professional development, Response to Intervention, specific curriculum enhancements) are actually spent at the building level?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
3	No, but we collect the aggregate spent at the district level		0	0%
	Total		1	

123. Does your state connect data on program and intervention expenditures to data on individual students participating in them?

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
3	No, but we have plans to do this in the future		0	0%
	Total		1	

124. Does your state collect actual individual teacher salaries?

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
3	No, but we collect aggregate/average teacher salaries at the district or building level		0	0%
	Total		1	

125. Does your state connect actual individual teacher salaries to the performance (from teacher evaluations) data of each teacher?

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
	Total		1	

126. How is your state using financial data? For each item selected below, please provide an example of how financial data were used. (Please select all that apply.)

#	Answer	Bar	Response	%
1	To understand if and how spending meets state or district improvement goals (e.g., closing achievement gaps, increasing college and career readiness)		1	100%
2	To measure how much the expenditure of dedicated funds (e.g., grants, formula funds, Title I) has resulted in the intended outcomes for those funds		0	0%
3	To evaluate program impact		0	0%
4	To inform resource allocation		0	0%
5	To inform policymaking		0	0%
6	To provide reports on financial data to districts or schools		1	100%
7	To determine whether funds were distributed equitably among districts, schools, and students in the state		0	0%
8	None of the above		0	0%
9	Other (please describe)		0	0%

To understand if and how spending meets state or district improvement goals (e.g., closing achievement gaps, increasing college and career readiness)	To measure how much the expenditure of dedicated funds (e.g., grants, formula funds, Title I) has resulted in the intended outcomes for those funds	To evaluate program impact	To inform resource allocation	To inform policymaking	To provide reports on financial data to districts or schools	To determine whether funds were distributed equitably among districts, schools, and students in the state	Other (please describe)
---	---	----------------------------	-------------------------------	------------------------	--	---	-------------------------

					schools		
Avg \$ in classroom report: Proposition 301					Avg \$ in classroom report: Proposition 301		

127. What barriers prevent your state from collecting, linking and/or using financial data (e.g., legislative, political, technical)?

Text Response

Political at level of LEA: resistant to providing data. Technically, current information systems inadequate to collect, link, and use financial data to its fullest.

128. Are there state policies, such as legislation, that drive what financial data you collect and how you use it? If yes, please provide a link to or attach that state policy.

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

129. Attach below state policies, such as legislation, that drive what financial data you collect and how you use it. To provide a link, see next question.

File Upload	File Type	File Size
-------------	-----------	-----------

130. Link to state policies, such as legislation, that drive what financial data you collect and how you use it.

Text Response

<http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/41/01279.03.htm&Title=41&DocType=ARS>

131. If you are doing work in this area that you do not feel is captured in the above questions, please tell us about it below.

Text Response

132. Is the state currently involved in any efforts to share student-level data with other states? If yes, please describe.

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
	Total		1	

Yes

133. Is the state currently involved in any efforts to share teacher-level data with other states? If yes, please describe.

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
	Total		1	

Yes

134. Which of the following teacher certification and education data are linked through the state's teacher-student data link? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Teacher certification/endorsement information by subject or grade level		0	0%
2	Undergraduate		0	0%
3	Graduate		0	0%
4	Traditional teacher education program		0	0%
5	Alternative type of teacher preparation program		0	0%
6	Out-of-state institution		0	0%
7	Name of teacher preparation program institution (e.g., University of Maryland)		0	0%
8	Name of teacher preparation program specialization area (e.g., mathematics education, special education)		0	0%
9	Year of certification		0	0%
10	National Board certification		0	0%
11	None of the above		0	0%
12	State does not have a teacher-student data link		0	0%
13	Other (please describe)		0	0%

Other (please describe)

135. Is the SEA currently connecting more than one educator to a student for a particular course?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

136. Does the state have a statewide definition of teacher of record?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

137. Please provide the definition of teacher of record in the box below.

Text Response

A teacher of record directly instructs, evaluates, and assigns grades to students in core academic subjects.

138. Is there a plan to revise or create the definition of teacher of record in the next 12 months?

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
3	Not sure		0	0%
	Total		1	

139. How often does the state collect course schedule data linking teachers and students? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Once a year		0	0%

2	More than once a year		1	100%
3	Teacher information is not linked with course information		0	0%

140. Does the state have a process in place for teachers to verify rosters?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

141. Does the state link teachers to student growth data? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Yes, the state uses a value-added model		0	0%
2	Yes, the state uses a growth model		0	0%
3	No, the state does not link teachers to student growth data		1	100%

142. Does the state link teachers and their performance data back to teacher education programs (e.g., evaluations, value-added models)?

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
	Total		1	

143. Does the state collect teacher attendance data?

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
	Total		1	

144. What different types of staff data are included in the state longitudinal data system? (Please select all that apply.)

#	Question	Salary information	Years of experience	Date of hire	Transfer status within state	Transfer status out of state	Tenure status	Evaluation rating	N/A	Responses
1	Teachers	0	0	0	0	0	0	0	1	1
2	Principals	0	0	0	0	0	0	0	1	1
3	Counselors	0	0	0	0	0	0	0	1	1
4	Aides	0	0	0	0	0	0	0	1	1
5	District administrators	0	0	0	0	0	0	0	1	1

145. Is there a P&E'20 Council?

#	Answer	Bar	Response	%
1	Yes		1	100%
2	No		0	0%
	Total		1	

146. Is the P&E'20 council currently serving as the P&E'20W data governance body?

#	Answer	Bar	Response	%
1	Yes		0	0%
2	No		1	100%
	Total		1	

147. How is the P&E"20W data governance body currently authorized to exist and make decisions? (Please select all that apply.)

#	Answer	Bar	Response	%
1	P&E"20 council (e.g., Illinois P&E"20 council, Georgia Alliance)		0	0%
2	Legislation		1	100%
3	Executive order		0	0%
4	Voluntary/charter agreement		0	0%
5	Other (please describe)		0	0%

Other (please describe)

148. Which stakeholder is responsible for chairing the P&E"20W executive leadership data governance body? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Governor		0	0%
2	Chief state school officer (CSSO)		1	100%
3	State higher education executive officer (SHEEO)		0	0%
4	Other (please describe)		0	0%

Other (please describe)

149. Where does the cross-agency data system reside?

#	Answer	Bar	Response	%
1	External third-party-hosted data center		0	0%
2	Participating state agency		0	0%
3	Other (please describe)		1	100%
	Total		1	

Other (please describe)

Don't have one

150. What statewide longitudinal data systems data model is being used?

#	Answer	Bar	Response	%
1	Centralized		0	0%
2	Federated		1	100%
3	Other (please describe)		0	0%
	Total		1	

Other (please describe)

151. Does the SEA collect social security numbers among the data elements for individual K-12 students?

#	Answer	Bar	Response	%
1	Yes, it is mandatory		0	0%
2	Yes, it is voluntary		0	0%

3	No, state law prohibits this		0	0%
4	No, state policy prohibits this		0	0%
5	No, legal interpretations of state or federal law prohibits this		0	0%
6	No, but a local agency (e.g., local education agency, regional service center) collects social security numbers for K-12 students		0	0%
	Total		0	

152. What guidance does the SEA provide to LEAs about student social security numbers (e.g., collecting, protecting, handling, and disclosing student social security numbers)? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Informing students and parents as to why social security numbers are being requested		0	0%
2	Informing students and parents as to options to reporting social security numbers		0	0%
3	Steps to take to ensure records systems are protected		0	0%
4	Establishing staff responsibilities and penalties for unauthorized access/disclosure		0	0%
5	None of the above		0	0%
6	Other (please describe)		0	0%

Other (please describe)

153. What practices does the SEA use to ensure privacy and guard against unintended access to or disclosure of social security numbers? (Please select all that apply.)

#	Answer	Bar	Response	%
1	Encryption		0	0%
2	Separating identifiable information from non-identifiable information		0	0%
3	Employee disclosure statements		0	0%
4	Role-based access based on staff responsibilities		0	0%
5	Data security and risk audits		0	0%
6	Guidance to staff about the collecting, protecting, handling, and disclosing of social security numbers		0	0%
7	Establishing and levying penalties for unauthorized access/disclosure		0	0%
8	None of the above		0	0%
9	Other (please describe)		0	0%

Other (please describe)

154. For what percentage of K-12 students does the SEA have social security numbers?

#	Answer	Bar	Response	%
1	1-25%		0	0%
2	26-50%		0	0%
3	51-75%		0	0%
4	76-100%		0	0%
5	Unknown		0	0%
	Total		0	

155. How are social security numbers used? (Please select all that apply.)

#	Answer	Bar	Response	%
1	To address state requirements to report data that would require the use of a social security number to link individual student records		0	0%
2	Case management using individual data		0	0%
3	Evaluation, planning, or service integration using aggregate data		0	0%
4	Ensuring accurate linkages of individual student data across databases or agencies		0	0%
5	None of the above		0	0%

6	Other (please describe)		0	0%
---	-------------------------	--	---	----

Other (please describe)

156. What is the state's role in administering such $\{m://Field/1\}$ in terms of data collection and data analysis? (Please select one.) (

#	Answer	Bar	Response	%
1	The state education agency (SEA) collects, stores, and analyzes the raw student-level data and provides analyzed information back to schools and districts that identifies students who meet established thresholds on established predictive indicators.		1	100%
2	The SEA collects the raw student-level data and provides the data to regional service centers, institutions of higher education, higher education coordinating bodies, or another partner that conducts the analysis that is provided back to schools and districts. Please describe the partnership.		0	0%
3	The SEA provides an analytical tool that permits districts and schools to upload their own local data and receive automated analyses. Please describe the tool.		0	0%
4	The SEA plays no role in data collection or data analysis for $\{m://Field/1\}$.		0	0%
5	Other (please describe)		0	0%
	Total		1	

The SEA collects the raw student-level data and provides the data to regional service centers, institutions of higher education, higher education coordinating bodies, or another partner that conducts the analysis that is provided back to schools and districts. Please describe the partnership.

The SEA provides an analytical tool that permits districts and schools to upload their own local data and receive automated analyses. Please describe the tool.

Other (please describe)

157. What is the state's role in administering such $\{m://Field/1\}$ in terms of data collection and data analysis? (Please select one.) (Early warning reports (i.e....)

#	Answer	Bar	Response	%
1	The state education agency (SEA) collects, stores, and analyzes the raw student-level data and provides analyzed information back to schools and districts that identifies students who meet established thresholds on established predictive indicators.		1	100%
2	The SEA collects the raw student-level data and provides the data to regional service centers, institutions of higher education, higher education coordinating bodies, or another partner that conducts the analysis that is provided back to schools and districts. Please describe the partnership.		0	0%
3	The SEA provides an analytical tool that permits districts and schools to upload their own local data and receive automated analyses. Please describe the tool.		0	0%
4	The SEA plays no role in data collection or data analysis for $\{m://Field/1\}$.		0	0%
5	Other (please describe)		0	0%
	Total		1	

The SEA collects the raw student-level data and provides the data to regional service centers, institutions of higher education, higher education coordinating bodies, or another partner that conducts the analysis that is provided back to schools and districts. Please describe the partnership.

The SEA provides an analytical tool that permits districts and schools to upload their own local data and receive automated analyses. Please describe the tool.

Other (please describe)

158. What is the state's role in administering such $\{m://Field/1\}$ in terms of data collection and data analysis? (Please select one.) (

#	Answer	Bar	Response	%
1	The state education agency (SEA) collects, stores, and analyzes the raw student-level data and provides analyzed information back to schools and districts that identifies students who meet established thresholds on established predictive indicators.		1	100%
2	The SEA collects the raw student-level data and provides the data to regional service centers, institutions of higher education, higher education coordinating bodies, or another partner that conducts the analysis that is provided back to schools and districts. Please describe the partnership.		0	0%
3	The SEA provides an analytical tool that permits districts and schools to upload their own local data and receive automated analyses. Please describe the tool.		0	0%
4	The SEA plays no role in data collection or data analysis for $\{m://Field/1\}$.		0	0%
5	Other (please describe)		0	0%
	Total		1	

The SEA collects the raw student-level data and provides the data to regional service centers, institutions of higher education, higher education coordinating bodies, or another partner that conducts the analysis that is provided back to schools and districts. Please describe the partnership.

The SEA provides an analytical tool that permits districts and schools to upload their own local data and receive automated analyses. Please describe the tool.

Other (please describe)

159. What is the state's role in administering such $\{m://Field/1\}$ in terms of data collection and data analysis? (Please select one.) (College and career readiness...)

#	Answer	Bar	Response	%
1	The state education agency (SEA) collects, stores, and analyzes the raw student-level data and provides analyzed information back to schools and districts that identifies students who meet established thresholds on established predictive indicators.		0	0%
2	The SEA collects the raw student-level data and provides the data to regional service centers, institutions of higher education, higher education coordinating bodies, or another partner that conducts the analysis that is provided back to schools and districts. Please describe the partnership.		0	0%
3	The SEA provides an analytical tool that permits districts and schools to upload their own local data and receive automated analyses. Please describe the tool.		0	0%
4	The SEA plays no role in data collection or data analysis for $\{m://Field/1\}$.		0	0%
5	Other (please describe)		0	0%
	Total		0	

The SEA collects the raw student-level data and provides the data to regional service centers, institutions of higher education, higher education coordinating bodies, or another partner that conducts the analysis that is provided back to schools and districts. Please describe the partnership.

The SEA provides an analytical tool that permits districts and schools to upload their own local data and receive automated analyses. Please describe the tool.

Other (please describe)

160. What is the state's role in administering such $\{m://Field/1\}$ in terms of data collection and data analysis? (Please select one.) (None of the above)

#	Answer	Bar	Response	%
1	The state education agency (SEA) collects, stores, and analyzes the raw student-level data and provides analyzed information back to schools and districts that identifies students who meet established thresholds on established predictive indicators.		0	0%
2	The SEA collects the raw student-level data and provides the data to regional service centers, institutions of higher education, higher education coordinating bodies, or another partner that conducts the analysis that is provided back to schools and districts. Please describe the partnership.		0	0%
3	The SEA provides an analytical tool that permits districts and schools to upload their own local data and receive automated analyses. Please describe the tool.		0	0%
4	The SEA plays no role in data collection or data analysis for $\{m://Field/1\}$.		0	0%
5	Other (please describe)		0	0%
	Total		0	

The SEA collects the raw student-level data and provides the data to regional service centers, institutions of higher education, higher education coordinating bodies, or another partner that conducts the analysis that is provided back to schools and districts. Please describe the partnership.

The SEA provides an analytical tool that permits districts and schools to upload their own local data and receive automated analyses. Please describe the tool.

Other (please describe)

161. What is the state's role in administering such $\{m://Field/1\}$ in terms of data collection and data analysis? (Please select one.) (Other (please describe))

#	Answer	Bar	Response	%
1	The state education agency (SEA) collects, stores, and analyzes the raw student-level data and provides analyzed information back to schools and districts that identifies students who meet established thresholds on established predictive indicators.		0	0%
2	The SEA collects the raw student-level data and provides the data to regional service centers, institutions of higher education, higher education coordinating bodies, or another partner that conducts the analysis that is provided back to schools and districts. Please describe the partnership.		0	0%
3	The SEA provides an analytical tool that permits districts and schools to upload their own local data and receive automated analyses. Please describe the tool.		0	0%
4	The SEA plays no role in data collection or data analysis for $\{m://Field/1\}$.		0	0%
5	Other (please describe)		0	0%
	Total		0	

The SEA collects the raw student-level data and provides the data to regional service centers, institutions of higher education, higher education coordinating bodies, or another partner that conducts the analysis that is provided back to schools and districts. Please describe the partnership.

The SEA provides an analytical tool that permits districts and schools to upload their own local data and receive automated analyses. Please describe the tool.

Other (please describe)

162. Definition (

Include the grade levels during which the data are collected
-
Default - Course absences
Include the grade levels during which the data are collected
-
Default - Chronic absence
Include the grade levels during which the data are collected
-
Default - Behavior or disciplinary infractions
Include the grade levels during which the data are collected
-
Default - Credit accumulation
Include the grade levels during which the data are collected
-
Default - Course grades
Include the grade levels during which the data are collected
-
Default - GPA
Include the grade levels during which the data are collected
-
Default - Retention or promotion
Include the grade levels during which the data are collected
-
Default - Overage for grade level
Include the grade levels during which the data are collected
-
Default - Mobility
Include the grade levels during which the data are collected
-
Default - State assessment scores
Include the grade levels during which the data are collected
-
Default - End of course exam scores
Include the grade levels during which the data are collected
-
Default - Other (please describe)
Include the grade levels during which the data are collected
-
Other (please describe)

163. Threshold (

Default - Daily absences
Describe
-
Default - Course absences
Describe
-
Default - Chronic absence
Describe
-
Default - Behavior or disciplinary infractions
Describe

-
Default - Credit accumulation
Describe
-
Default - Course grades
Describe
-
Default - GPA
Describe
-
Default - Retention or promotion
Describe
-
Default - Overage for grade level
Describe
-
Default - Mobility
Describe
-
Default - State assessment scores
Describe
-
Default - End of course exam scores
Describe
-
Default - Other (please describe)
Describe
-
Other (please describe)

164. Frequency of data collection at the state level (

#	Question	Daily/real time	Weekly	Monthly	Quarterly	Annually	Other	Responses
1	Daily absences	0	0	0	0	0	0	0
2	Course absences	0	0	0	0	0	0	0
3	Chronic absence	0	0	0	0	0	0	0
4	Behavior or disciplinary infractions	0	0	0	0	0	0	0
5	Credit accumulation	0	0	0	0	0	0	0
6	Course grades	0	0	0	0	0	0	0
7	GPA	0	0	0	0	0	0	0
8	Retention or promotion	0	0	0	0	0	0	0
9	Overage for grade level	0	0	0	0	0	0	0
10	Mobility	0	0	0	0	0	0	0
11	State assessment scores	0	0	0	0	0	0	0
12	End of course exam scores	0	0	0	0	0	0	0
13	Other (please describe)	0	0	0	0	0	0	0
Other (please describe)								

165. Indicator not used (

#	Question	Check here	Responses	Mean
1	Daily absences	1	1	1.00
2	Course absences	1	1	1.00

3	Chronic absence	1	1	1.00
4	Behavior or disciplinary infractions	1	1	1.00
5	Credit accumulation	1	1	1.00
6	Course grades	1	1	1.00
7	GPA	1	1	1.00
8	Retention or promotion	1	1	1.00
9	Overage for grade level	1	1	1.00
10	Mobility	1	1	1.00
11	State assessment scores	1	1	1.00
12	End of course exam scores	1	1	1.00
13	Other (please describe)	1	1	1.00
Other (please describe)				

166. Definition (Early warning reports (i.e....))

Default - Daily absences
Include the grade levels during which the data are collected
-
Default - Course absences
Include the grade levels during which the data are collected
-
Default - Chronic absence
Include the grade levels during which the data are collected
-
Default - Behavior or disciplinary infractions
Include the grade levels during which the data are collected
-
Default - Credit accumulation
Include the grade levels during which the data are collected
-
Default - Course grades
Include the grade levels during which the data are collected
-
Default - GPA
Include the grade levels during which the data are collected
-
Default - Retention or promotion
Include the grade levels during which the data are collected
-
Default - Overage for grade level
Include the grade levels during which the data are collected
-
Default - Mobility
Include the grade levels during which the data are collected
-
Default - State assessment scores
Include the grade levels during which the data are collected
-
Default - End of course exam scores
Include the grade levels during which the data are collected
-
Default - Other (please describe)
Include the grade levels during which the data are collected

-
Other (please describe)

167. Threshold (Early warning reports (i.e....))

Default - Daily absences
Describe
-
Default - Course absences
Describe
-
Default - Chronic absence
Describe
-
Default - Behavior or disciplinary infractions
Describe
-
Default - Credit accumulation
Describe
-
Default - Course grades
Describe
-
Default - GPA
Describe
-
Default - Retention or promotion
Describe
-
Default - Overage for grade level
Describe
-
Default - Mobility
Describe
-
Default - State assessment scores
Describe
-
Default - End of course exam scores
Describe
-
Default - Other (please describe)
Describe
-
Other (please describe)

168. Frequency of data collection at the state level (Early warning reports (i.e....))

#	Question	Daily/real time	Weekly	Monthly	Quarterly	Annually	Other	Responses
1	Daily absences	0	0	0	0	0	0	0
2	Course absences	0	0	0	0	0	0	0
3	Chronic absence	0	0	0	0	0	0	0
4	Behavior or disciplinary infractions	0	0	0	0	0	0	0

5	Credit accumulation	0	0	0	0	0	0	0
6	Course grades	0	0	0	0	0	0	0
7	GPA	0	0	0	0	0	0	0
8	Retention or promotion	0	0	0	0	0	0	0
9	Overage for grade level	0	0	0	0	0	0	0
10	Mobility	0	0	0	0	0	0	0
11	State assessment scores	0	0	0	0	0	0	0
12	End of course exam scores	0	0	0	0	0	0	0
13	Other (please describe)	0	0	0	0	0	0	0
Other (please describe)								

169. Indicator not used (Early warning reports (i.e....))

#	Question	Check here	Responses	Mean
1	Daily absences	1	1	1.00
2	Course absences	1	1	1.00
3	Chronic absence	1	1	1.00
4	Behavior or disciplinary infractions	1	1	1.00
5	Credit accumulation	1	1	1.00
6	Course grades	1	1	1.00
7	GPA	1	1	1.00
8	Retention or promotion	1	1	1.00
9	Overage for grade level	1	1	1.00
10	Mobility	1	1	1.00
11	State assessment scores	1	1	1.00
12	End of course exam scores	1	1	1.00
13	Other (please describe)	1	1	1.00
Other (please describe)				

170. Definition (

Default - Daily absences	
Include the grade levels during which the data are collected	
-	
Default - Course absences	
Include the grade levels during which the data are collected	
-	
Default - Chronic absence	
Include the grade levels during which the data are collected	
-	
Default - Behavior or disciplinary infractions	
Include the grade levels during which the data are collected	
-	
Default - Credit accumulation	
Include the grade levels during which the data are collected	
-	
Default - Course grades	
Include the grade levels during which the data are collected	
-	
Default - GPA	
Include the grade levels during which the data are collected	
-	

Default - Retention or promotion
Include the grade levels during which the data are collected
-
Default - Overage for grade level
Include the grade levels during which the data are collected
-
Default - Mobility
Include the grade levels during which the data are collected
-
Default - State assessment scores
Include the grade levels during which the data are collected
-
Default - End of course exam scores
Include the grade levels during which the data are collected
-
Default - Other (please describe)
Include the grade levels during which the data are collected
-
Other (please describe)

171. Threshold (

Default - Daily absences
Describe
-
Default - Course absences
Describe
-
Default - Chronic absence
Describe
-
Default - Behavior or disciplinary infractions
Describe
-
Default - Credit accumulation
Describe
-
Default - Course grades
Describe
-
Default - GPA
Describe
-
Default - Retention or promotion
Describe
-
Default - Overage for grade level
Describe
-
Default - Mobility
Describe
-
Default - State assessment scores

Describe
-
Default - End of course exam scores
Describe
-
Default - Other (please describe)
Describe
-
Other (please describe)

172. Frequency of data collection at the state level (

#	Question	Daily/real time	Weekly	Monthly	Quarterly	Annually	Other	Responses
1	Daily absences	0	0	0	0	0	0	0
2	Course absences	0	0	0	0	0	0	0
3	Chronic absence	0	0	0	0	0	0	0
4	Behavior or disciplinary infractions	0	0	0	0	0	0	0
5	Credit accumulation	0	0	0	0	0	0	0
6	Course grades	0	0	0	0	0	0	0
7	GPA	0	0	0	0	0	0	0
8	Retention or promotion	0	0	0	0	0	0	0
9	Overage for grade level	0	0	0	0	0	0	0
10	Mobility	0	0	0	0	0	0	0
11	State assessment scores	0	0	0	0	1	0	1
12	End of course exam scores	0	0	0	0	0	0	0
13	Other (please describe)	0	0	0	0	0	0	0
Other (please describe)								

173. Indicator not used (

#	Question	Check here	Responses	Mean
1	Daily absences	0	0	0.00
2	Course absences	0	0	0.00
3	Chronic absence	0	0	0.00
4	Behavior or disciplinary infractions	0	0	0.00
5	Credit accumulation	0	0	0.00
6	Course grades	0	0	0.00
7	GPA	0	0	0.00
8	Retention or promotion	0	0	0.00
9	Overage for grade level	0	0	0.00
10	Mobility	0	0	0.00
11	State assessment scores	0	0	0.00
12	End of course exam scores	0	0	0.00
13	Other (please describe)	0	0	0.00
Other (please describe)				

174. Definition (College and career readines...

Default - Daily absences
Include the grade levels during which the data are collected
-
Default - Course absences

Include the grade levels during which the data are collected
-
Default - Chronic absence
Include the grade levels during which the data are collected
-
Default - Behavior or disciplinary infractions
Include the grade levels during which the data are collected
-
Default - Credit accumulation
Include the grade levels during which the data are collected
-
Default - Course grades
Include the grade levels during which the data are collected
-
Default - GPA
Include the grade levels during which the data are collected
-
Default - Retention or promotion
Include the grade levels during which the data are collected
-
Default - Overage for grade level
Include the grade levels during which the data are collected
-
Default - Mobility
Include the grade levels during which the data are collected
-
Default - State assessment scores
Include the grade levels during which the data are collected
-
Default - End of course exam scores
Include the grade levels during which the data are collected
-
Default - Other (please describe)
Include the grade levels during which the data are collected
-
Other (please describe)

175. Threshold (College and career readiness...)

Default - Daily absences
Describe
-
Default - Course absences
Describe
-
Default - Chronic absence
Describe
-
Default - Behavior or disciplinary infractions
Describe
-
Default - Credit accumulation
Describe

-
Default - Course grades
Describe
-
Default - GPA
Describe
-
Default - Retention or promotion
Describe
-
Default - Overage for grade level
Describe
-
Default - Mobility
Describe
-
Default - State assessment scores
Describe
-
Default - End of course exam scores
Describe
-
Default - Other (please describe)
Describe
-
Other (please describe)

176. Frequency of data collection at the state level (College and career readiness...)

#	Question	Daily/real time	Weekly	Monthly	Quarterly	Annually	Other	Responses
1	Daily absences	0	0	0	0	0	0	0
2	Course absences	0	0	0	0	0	0	0
3	Chronic absence	0	0	0	0	0	0	0
4	Behavior or disciplinary infractions	0	0	0	0	0	0	0
5	Credit accumulation	0	0	0	0	0	0	0
6	Course grades	0	0	0	0	0	0	0
7	GPA	0	0	0	0	0	0	0
8	Retention or promotion	0	0	0	0	0	0	0
9	Overage for grade level	0	0	0	0	0	0	0
10	Mobility	0	0	0	0	0	0	0
11	State assessment scores	0	0	0	0	0	0	0
12	End of course exam scores	0	0	0	0	0	0	0
13	Other (please describe)	0	0	0	0	0	0	0
Other (please describe)								

177. Indicator not used (College and career readiness...)

#	Question	Check here	Responses	Mean
1	Daily absences	0	0	0.00
2	Course absences	0	0	0.00
3	Chronic absence	0	0	0.00
4	Behavior or disciplinary infractions	0	0	0.00
5	Credit accumulation	0	0	0.00

6	Course grades	0	0	0.00
7	GPA	0	0	0.00
8	Retention or promotion	0	0	0.00
9	Overage for grade level	0	0	0.00
10	Mobility	0	0	0.00
11	State assessment scores	0	0	0.00
12	End of course exam scores	0	0	0.00
13	Other (please describe)	0	0	0.00
Other (please describe)				

178. Definition (None of the above)

Default - Daily absences	
Include the grade levels during which the data are collected	
-	
Default - Course absences	
Include the grade levels during which the data are collected	
-	
Default - Chronic absence	
Include the grade levels during which the data are collected	
-	
Default - Behavior or disciplinary infractions	
Include the grade levels during which the data are collected	
-	
Default - Credit accumulation	
Include the grade levels during which the data are collected	
-	
Default - Course grades	
Include the grade levels during which the data are collected	
-	
Default - GPA	
Include the grade levels during which the data are collected	
-	
Default - Retention or promotion	
Include the grade levels during which the data are collected	
-	
Default - Overage for grade level	
Include the grade levels during which the data are collected	
-	
Default - Mobility	
Include the grade levels during which the data are collected	
-	
Default - State assessment scores	
Include the grade levels during which the data are collected	
-	
Default - End of course exam scores	
Include the grade levels during which the data are collected	
-	
Default - Other (please describe)	
Include the grade levels during which the data are collected	
-	
Other (please describe)	

179. Threshold (None of the above)

Default - Daily absences	
Describe	-
Default - Course absences	
Describe	-
Default - Chronic absence	
Describe	-
Default - Behavior or disciplinary infractions	
Describe	-
Default - Credit accumulation	
Describe	-
Default - Course grades	
Describe	-
Default - GPA	
Describe	-
Default - Retention or promotion	
Describe	-
Default - Overage for grade level	
Describe	-
Default - Mobility	
Describe	-
Default - State assessment scores	
Describe	-
Default - End of course exam scores	
Describe	-
Default - Other (please describe)	
Describe	-
Other (please describe)	

180. Frequency of data collection at the state level (None of the above)

#	Question	Daily/real time	Weekly	Monthly	Quarterly	Annually	Other	Responses
1	Daily absences	0	0	0	0	0	0	0
2	Course absences	0	0	0	0	0	0	0
3	Chronic absence	0	0	0	0	0	0	0
4	Behavior or disciplinary infractions	0	0	0	0	0	0	0
5	Credit accumulation	0	0	0	0	0	0	0
6	Course grades	0	0	0	0	0	0	0
7	GPA	0	0	0	0	0	0	0

8	Retention or promotion	0	0	0	0	0	0	0
9	Overage for grade level	0	0	0	0	0	0	0
10	Mobility	0	0	0	0	0	0	0
11	State assessment scores	0	0	0	0	0	0	0
12	End of course exam scores	0	0	0	0	0	0	0
13	Other (please describe)	0	0	0	0	0	0	0

Other (please describe)

181. Indicator not used (None of the above)

#	Question	Check here	Responses	Mean
1	Daily absences	0	0	0.00
2	Course absences	0	0	0.00
3	Chronic absence	0	0	0.00
4	Behavior or disciplinary infractions	0	0	0.00
5	Credit accumulation	0	0	0.00
6	Course grades	0	0	0.00
7	GPA	0	0	0.00
8	Retention or promotion	0	0	0.00
9	Overage for grade level	0	0	0.00
10	Mobility	0	0	0.00
11	State assessment scores	0	0	0.00
12	End of course exam scores	0	0	0.00
13	Other (please describe)	0	0	0.00

Other (please describe)

182. Definition (Other (please describe))

Default - Daily absences	
Include the grade levels during which the data are collected	
-	
Default - Course absences	
Include the grade levels during which the data are collected	
-	
Default - Chronic absence	
Include the grade levels during which the data are collected	
-	
Default - Behavior or disciplinary infractions	
Include the grade levels during which the data are collected	
-	
Default - Credit accumulation	
Include the grade levels during which the data are collected	
-	
Default - Course grades	
Include the grade levels during which the data are collected	
-	
Default - GPA	
Include the grade levels during which the data are collected	
-	
Default - Retention or promotion	
Include the grade levels during which the data are collected	
-	

Default - Overage for grade level
Include the grade levels during which the data are collected
-
Default - Mobility
Include the grade levels during which the data are collected
-
Default - State assessment scores
Include the grade levels during which the data are collected
-
Default - End of course exam scores
Include the grade levels during which the data are collected
-
Default - Other (please describe)
Include the grade levels during which the data are collected
-
Other (please describe)

183. Threshold (Other (please describe))

Default - Daily absences
Describe
-
Default - Course absences
Describe
-
Default - Chronic absence
Describe
-
Default - Behavior or disciplinary infractions
Describe
-
Default - Credit accumulation
Describe
-
Default - Course grades
Describe
-
Default - GPA
Describe
-
Default - Retention or promotion
Describe
-
Default - Overage for grade level
Describe
-
Default - Mobility
Describe
-
Default - State assessment scores
Describe
-
Default - End of course exam scores

Describe
-
Default - Other (please describe)
Describe
-
Other (please describe)

184. Frequency of data collection at the state level (Other (please describe))

#	Question	Daily/real time	Weekly	Monthly	Quarterly	Annually	Other	Responses
1	Daily absences	0	0	0	0	0	0	0
2	Course absences	0	0	0	0	0	0	0
3	Chronic absence	0	0	0	0	0	0	0
4	Behavior or disciplinary infractions	0	0	0	0	0	0	0
5	Credit accumulation	0	0	0	0	0	0	0
6	Course grades	0	0	0	0	0	0	0
7	GPA	0	0	0	0	0	0	0
8	Retention or promotion	0	0	0	0	0	0	0
9	Overage for grade level	0	0	0	0	0	0	0
10	Mobility	0	0	0	0	0	0	0
11	State assessment scores	0	0	0	0	0	0	0
12	End of course exam scores	0	0	0	0	0	0	0
13	Other (please describe)	0	0	0	0	0	0	0
Other (please describe)								

185. Indicator not used (Other (please describe))

#	Question	Check here	Responses	Mean
1	Daily absences	0	0	0.00
2	Course absences	0	0	0.00
3	Chronic absence	0	0	0.00
4	Behavior or disciplinary infractions	0	0	0.00
5	Credit accumulation	0	0	0.00
6	Course grades	0	0	0.00
7	GPA	0	0	0.00
8	Retention or promotion	0	0	0.00
9	Overage for grade level	0	0	0.00
10	Mobility	0	0	0.00
11	State assessment scores	0	0	0.00
12	End of course exam scores	0	0	0.00
13	Other (please describe)	0	0	0.00
Other (please describe)				

186. Do school or district leaders have the ability to adjust the indicators or thresholds used to identify students? (

#	Answer	Bar	Response	%
1	Yes (please describe)		0	0%
2	No		1	100%
	Total		1	
Yes (please describe)				

187. Do school or district leaders have the ability to adjust the indicators or thresholds used to identify students? (Early warning reports (i.e....))

#	Answer	Bar	Response	%
1	Yes (please describe)		0	0%
2	No		1	100%
	Total		1	

Yes (please describe)

188. Do school or district leaders have the ability to adjust the indicators or thresholds used to identify students? (

#	Answer	Bar	Response	%
1	Yes (please describe)		0	0%
2	No		1	100%
	Total		1	

Yes (please describe)

189. Do school or district leaders have the ability to adjust the indicators or thresholds used to identify students? (College and career readiness...)

#	Answer	Bar	Response	%
1	Yes (please describe)		0	0%
2	No		0	0%
	Total		0	

Yes (please describe)

190. Do school or district leaders have the ability to adjust the indicators or thresholds used to identify students? (None of the above)

#	Answer	Bar	Response	%
1	Yes (please describe)		0	0%
2	No		0	0%
	Total		0	

Yes (please describe)

191. Do school or district leaders have the ability to adjust the indicators or thresholds used to identify students? (Other (please describe))

#	Answer	Bar	Response	%
1	Yes (please describe)		0	0%
2	No		0	0%
	Total		0	

Yes (please describe)

192. Type of report (

#	Question	Student-level (e.g., including names of identified students)	Aggregate level (providing aggregate or trend information)	Responses
1	Parents or students	0	0	0
2	Teachers	0	0	0

3	Counselors	0	0	0
4	Principals or school leadership	0	0	0
5	District staff or leadership	0	0	0

193. Dissemination strategy (

#	Question	Email	Through a secure electronic portal	Other	Responses
1	Parents or students	0	0	0	0
2	Teachers	0	0	0	0
3	Counselors	0	0	0	0
4	Principals or school leadership	0	0	0	0
5	District staff or leadership	0	0	0	0

194. Frequency of distribution (

#	Question	On demand	Daily	Weekly	Monthly	Quarterly	Annually	Other	Responses
1	Parents or students	0	0	0	0	0	0	1	1
2	Teachers	0	0	0	0	0	0	1	1
3	Counselors	0	0	0	0	0	0	1	1
4	Principals or school leadership	0	0	0	0	0	0	1	1
5	District staff or leadership	0	0	0	0	0	0	1	1

195. Type of report (Early warning reports (i.e....)

#	Question	Student-level (e.g., including names of identified students)	Aggregate level (providing aggregate or trend information)	Responses
1	Parents or students	0	0	0
2	Teachers	0	0	0
3	Counselors	0	0	0
4	Principals or school leadership	0	0	0
5	District staff or leadership	0	0	0

196. Dissemination strategy (Early warning reports (i.e....)

#	Question	Email	Through a secure electronic portal	Other	Responses
1	Parents or students	0	0	0	0
2	Teachers	0	0	0	0
3	Counselors	0	0	0	0
4	Principals or school leadership	0	0	0	0
5	District staff or leadership	0	0	0	0

197. Frequency of distribution (Early warning reports (i.e....)

#	Question	On demand	Daily	Weekly	Monthly	Quarterly	Annually	Other	Responses
1	Parents or students	0	0	0	0	0	0	0	0
2	Teachers	0	0	0	0	0	0	0	0
3	Counselors	0	0	0	0	0	0	0	0
4	Principals or school leadership	0	0	0	0	0	0	0	0
5	District staff or leadership	0	0	0	0	0	0	0	0

198. Type of report (

#	Question	Student-level (e.g., including names of identified students)	Aggregate level (providing aggregate or trend information)	Responses
1	Parents or students	0	0	0
2	Teachers	0	0	0
3	Counselors	0	0	0
4	Principals or school leadership	0	0	0
5	District staff or leadership	0	0	0

199. Dissemination strategy (

#	Question	Email	Through a secure electronic portal	Other	Responses
1	Parents or students	0	0	0	0
2	Teachers	0	0	0	0
3	Counselors	0	0	0	0
4	Principals or school leadership	0	0	0	0
5	District staff or leadership	0	0	0	0

200. Frequency of distribution (

#	Question	On demand	Daily	Weekly	Monthly	Quarterly	Annually	Other	Responses
1	Parents or students	0	0	0	0	0	0	0	0
2	Teachers	0	0	0	0	0	0	0	0
3	Counselors	0	0	0	0	0	0	0	0
4	Principals or school leadership	0	0	0	0	0	1	0	1
5	District staff or leadership	0	0	0	0	0	1	0	1

201. Type of report (College and career readiness...)

#	Question	Student-level (e.g., including names of identified students)	Aggregate level (providing aggregate or trend information)	Responses
1	Parents or students	0	0	0
2	Teachers	0	0	0
3	Counselors	0	0	0
4	Principals or school leadership	0	0	0
5	District staff or leadership	0	0	0

202. Dissemination strategy (College and career readiness...)

#	Question	Email	Through a secure electronic portal	Other	Responses
1	Parents or students	0	0	0	0
2	Teachers	0	0	0	0
3	Counselors	0	0	0	0
4	Principals or school leadership	0	0	0	0
5	District staff or leadership	0	0	0	0

203. Frequency of distribution (College and career readiness...)

#	Question	On demand	Daily	Weekly	Monthly	Quarterly	Annually	Other	Responses
1	Parents or students	0	0	0	0	0	0	0	0
2	Teachers	0	0	0	0	0	0	0	0
3	Counselors	0	0	0	0	0	0	0	0
4	Principals or school leadership	0	0	0	0	0	0	0	0

5	District staff or leadership	0	0	0	0	0	0	0	0
---	------------------------------	---	---	---	---	---	---	---	---

204. Type of report (None of the above)

#	Question	Student-level (e.g., including names of identified students)	Aggregate level (providing aggregate or trend information)	Responses
1	Parents or students	0	0	0
2	Teachers	0	0	0
3	Counselors	0	0	0
4	Principals or school leadership	0	0	0
5	District staff or leadership	0	0	0

205. Dissemination strategy (None of the above)

#	Question	Email	Through a secure electronic portal	Other	Responses
1	Parents or students	0	0	0	0
2	Teachers	0	0	0	0
3	Counselors	0	0	0	0
4	Principals or school leadership	0	0	0	0
5	District staff or leadership	0	0	0	0

206. Frequency of distribution (None of the above)

#	Question	On demand	Daily	Weekly	Monthly	Quarterly	Annually	Other	Responses
1	Parents or students	0	0	0	0	0	0	0	0
2	Teachers	0	0	0	0	0	0	0	0
3	Counselors	0	0	0	0	0	0	0	0
4	Principals or school leadership	0	0	0	0	0	0	0	0
5	District staff or leadership	0	0	0	0	0	0	0	0

207. Type of report (Other (please describe))

#	Question	Student-level (e.g., including names of identified students)	Aggregate level (providing aggregate or trend information)	Responses
1	Parents or students	0	0	0
2	Teachers	0	0	0
3	Counselors	0	0	0
4	Principals or school leadership	0	0	0
5	District staff or leadership	0	0	0

208. Dissemination strategy (Other (please describe))

#	Question	Email	Through a secure electronic portal	Other	Responses
1	Parents or students	0	0	0	0
2	Teachers	0	0	0	0
3	Counselors	0	0	0	0
4	Principals or school leadership	0	0	0	0
5	District staff or leadership	0	0	0	0

209. Frequency of distribution (Other (please describe))

#	Question	On demand	Daily	Weekly	Monthly	Quarterly	Annually	Other	Responses
---	----------	-----------	-------	--------	---------	-----------	----------	-------	-----------

1	Parents or students	0	0	0	0	0	0	0	0
2	Teachers	0	0	0	0	0	0	0	0
3	Counselors	0	0	0	0	0	0	0	0
4	Principals or school leadership	0	0	0	0	0	0	0	0
5	District staff or leadership	0	0	0	0	0	0	0	0

210. What types of support or implementation tools does the state provide to school and system leaders to ensure they use the data in the \${m://Field/1} proactively?
(Please select all that apply.) (

#	Answer	Bar	Response	%
1	Technical training for using the data tool itself		0	0%
2	Training on how to interpret and use the data to improve student outcomes		0	0%
3	Data discussion guide		0	0%
4	Guides for selecting and implementing interventions or instructional strategies based on \${m://Field/1}		0	0%
5	None of the above		1	100%
6	Other (please describe)		0	0%

Other (please describe)

211. What types of support or implementation tools does the state provide to school and system leaders to ensure they use the data in the \${m://Field/1} proactively?
(Please select all that apply.) (Early warning reports (i.e....)

#	Answer	Bar	Response	%
1	Technical training for using the data tool itself		0	0%
2	Training on how to interpret and use the data to improve student outcomes		0	0%
3	Data discussion guide		0	0%
4	Guides for selecting and implementing interventions or instructional strategies based on \${m://Field/1}		0	0%
5	None of the above		0	0%
6	Other (please describe)		0	0%

Other (please describe)

212. What types of support or implementation tools does the state provide to school and system leaders to ensure they use the data in the \${m://Field/1} proactively?
(Please select all that apply.) (

#	Answer	Bar	Response	%
1	Technical training for using the data tool itself		0	0%
2	Training on how to interpret and use the data to improve student outcomes		0	0%
3	Data discussion guide		0	0%
4	Guides for selecting and implementing interventions or instructional strategies based on \${m://Field/1}		0	0%
5	None of the above		1	100%
6	Other (please describe)		0	0%

Other (please describe)

213. What types of support or implementation tools does the state provide to school and system leaders to ensure they use the data in the \${m://Field/1} proactively?
(Please select all that apply.) (College and career readiness...)

#	Answer	Bar	Response	%
1	Technical training for using the data tool itself		0	0%
2	Training on how to interpret and use the data to improve student outcomes		0	0%
3	Data discussion guide		0	0%
4	Guides for selecting and implementing interventions or instructional strategies based on \${m://Field/1}		0	0%
5	None of the above		0	0%

6	Other (please describe)		0	0%
---	-------------------------	--	---	----

Other (please describe)

214. What types of support or implementation tools does the state provide to school and system leaders to ensure they use the data in the $\{\text{m}://\text{Field}/1\}$ proactively?
(Please select all that apply.) (None of the above)

#	Answer	Bar	Response	%
1	Technical training for using the data tool itself		0	0%
2	Training on how to interpret and use the data to improve student outcomes		0	0%
3	Data discussion guide		0	0%
4	Guides for selecting and implementing interventions or instructional strategies based on $\{\text{m}://\text{Field}/1\}$		0	0%
5	None of the above		0	0%
6	Other (please describe)		0	0%

Other (please describe)

215. What types of support or implementation tools does the state provide to school and system leaders to ensure they use the data in the $\{\text{m}://\text{Field}/1\}$ proactively?
(Please select all that apply.) (Other (please describe))

#	Answer	Bar	Response	%
1	Technical training for using the data tool itself		0	0%
2	Training on how to interpret and use the data to improve student outcomes		0	0%
3	Data discussion guide		0	0%
4	Guides for selecting and implementing interventions or instructional strategies based on $\{\text{m}://\text{Field}/1\}$		0	0%
5	None of the above		0	0%
6	Other (please describe)		0	0%

Other (please describe)

216. Provide any comments or explanations about your state's responses to the questions in this survey, including information on specific questions where the state's response changed from last year (optional).

Text Response